

DISCOVERY SCHOOL OF LANCASTER

302 West Dunlap Street
Lancaster, SC 29720

GRADES 1-5 Elementary School

ENROLLMENT 89 Students

PRINCIPAL Thomas H. McDuffie 803-285-8430

SUPERINTENDENT Patricia K. Burns 803-286-6972

BOARD CHAIR Robert Folks 803-286-6972

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
14	3	0	0	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 5 out of 5 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

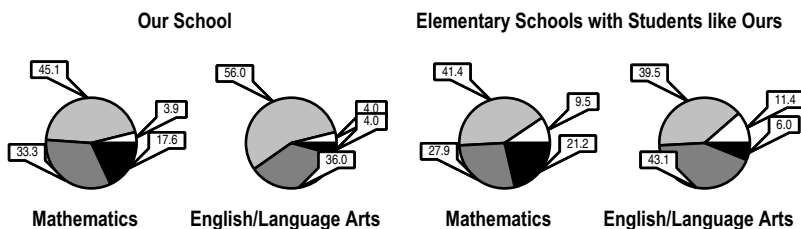
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	N/A	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	4	17	17
Percent satisfied with learning environment	I/S	82.4%	76.5%
Percent satisfied with social and physical environment	I/S	100.0%	76.5%
Percent satisfied with home-school relations	I/S	100.0%	100.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	53	98.1	4.0	56.0	36.0	4.0	40.0	17.6
Gender								
Male	28	100.0	7.7	61.5	30.8	N/A	30.8	17.6
Female	25	96.0	N/A	50.0	41.7	8.3	50.0	17.6
Racial/Ethnic Group								
White	38	97.4	2.7	56.8	37.8	2.7	40.5	17.6
African-American	15	100.0	7.7	53.8	30.8	7.7	38.5	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	50	98.0	2.1	55.3	38.3	4.3	42.6	17.6
Disabled	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	53	98.1	4.0	56.0	36.0	4.0	40.0	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	53	98.1	4.0	56.0	36.0	4.0	40.0	17.6
Socio-Economic Status								
Subsidized meals	12	100.0	10.0	50.0	40.0	N/A	40.0	17.6
Full-pay meals	41	97.6	2.5	57.5	35.0	5.0	40.0	17.6

Mathematics								
All students	53	100.0	3.9	45.1	33.3	17.6	51.0	15.5
Gender								
Male	28	100.0	N/A	50.0	30.8	19.2	50.0	15.5
Female	25	100.0	8.0	40.0	36.0	16.0	52.0	15.5
Racial/Ethnic Group								
White	38	100.0	2.6	39.5	36.8	21.1	57.9	15.5
African-American	15	100.0	7.7	61.5	23.1	7.7	30.8	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	50	100.0	4.2	43.8	35.4	16.7	52.1	15.5
Disabled	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	53	100.0	3.9	45.1	33.3	17.6	51.0	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	53	100.0	3.9	45.1	33.3	17.6	51.0	15.5
Socio-Economic Status								
Subsidized meals	12	100.0	N/A	70.0	10.0	20.0	30.0	15.5
Full-pay meals	41	100.0	4.9	39.0	39.0	17.1	56.1	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced and Advanced
English/Language Arts							
2002	Grade 3	18	N/A	N/A	27.8	50.0	22.2
	Grade 4	18	N/A	11.1	66.7	22.2	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	18	100.0	5.9	47.1	41.2	5.9
	Grade 4	18	94.4	6.3	43.8	50.0	N/A
	Grade 5	17	100.0	N/A	76.5	17.6	5.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics							
2002	Grade 3	18	N/A	16.7	50.0	22.2	11.1
	Grade 4	18	N/A	11.1	27.8	33.3	27.8
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	18	100.0	N/A	41.2	47.1	11.8
	Grade 4	18	100.0	5.9	47.1	29.4	17.6
	Grade 5	17	100.0	5.9	47.1	23.5	23.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 89)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	1.6%	2.4%
Attendance rate	97.8%	Down from 100.0%	96.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	38.9%	Down from 47.2%	34.0%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	1.1%	No change	5.4%	8.0%
Older than usual for grade	0.0%	No change	0.4%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 6)				
Teachers with advanced degrees	66.7%	Down from 100.0%	55.6%	50.0%
Continuing contract teachers	100.0%	Up from 83.3%	86.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	0.0%	Down from 78.0%	87.3%	86.2%
Teacher attendance rate	89.9%	Down from 94.6%	96.0%	95.3%
Average teacher salary	\$40,401	Down 12.1%	\$40,401	\$39,909
Prof. development days/teacher	12.6 days	Up from 11.3 days	12.6 days	11.4 days

School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio	17.8 to 1	Down from 18.0 to 1	19.7 to 1	18.9 to 1
Prime instructional time	85.0%	Down from 89.6%	91.2%	89.7%
Dollars spent per pupil*	\$6,257	Down 14.8%	\$5,886	\$5,892
Percent spent on teacher salaries*	74.7%	Up from 67.9%	70.1%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 100.0%	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The desire to increase student achievement, parent support, teacher satisfaction, and to instill in students a love of learning were all motivations for the creation of Discovery School. All indicators (standardized test results; parental volunteer rates; conference participation; participation in creation of Personal Education Plans; student, parent, and teacher surveys; etc.) lend credence to the success of the overall effort that has gone into our school.

Within the past year, in fact, three other elementary schools in the Lancaster County School District have adopted the Discovery School model through a pilot format for grades K-2. These schools (Buford Elementary, Heath Springs Elementary, and Kershaw Elementary) received technical support from Discovery School through staff development, follow-up sessions, and continued guidance provided by our school's faculty and staff. These schools, as well as our District, support what we are doing at Discovery School and have enough faith in the results we have obtained to attempt to replicate our educational program. District officials would also like to see the Discovery Program replicated in other elementary schools within the district.

Because what we do at Discovery School is research-based and is working with a diverse group of students and parents, we believe other schools could benefit greatly from what we have learned. The taskforce that created Discovery School wanted this school to be a laboratory school where innovative practices could be tried and responsible risks taken, creating a model for other schools within the district. We firmly believe that the best way to promote the mission of our school is to share it with and learn from others in a collaborative fashion and that children will be the ultimate beneficiaries of the combined efforts of such a collaboration.

What accounts for the success of students at Discovery School? Probably no single factor. We believe that the inter-connectedness of a least nine programs, ideas, and beliefs is most likely responsible for the success of our students. Coupled with strong parental support and an environment of flexibility and responsible risk-taking, the factors of our success all have at heart the concept that each student is unique. Each student has his or her own complex set of intelligences that can be enhanced and nurtured only if appropriate opportunities are provided.

Tom McDuffie, Discovery School Site Manager

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.